

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY	School: Eugenio Maria de Hostos Center for Early Childhood Education
Chief School Administrator: A.BIRNE	Address: 2200 Kennedy Boulevard, Union City, NJ 07087
Chief School Administrator's E-mail: abirne@union-city.k12.nj.us	Grade Levels: Preschool-Kindergarten
Title I Contact: Lucy Soovajian	Principal: A. Birne
Title I Contact E-mail: Isoovajian@union-city.k12.nj.us	Principal's E-mail: Abirne@union-city.k12.nj.us
Title I Contact Phone Number: 201-271-2289	Principal's Phone Number: 201-271-2310

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

 Principal's Name (Print)

 Principal's Signature

 Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 1,736,718, which comprised 96 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 1,900,331, which will comprise 96 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Pierson-Reading Street	2	yes	610	\$8,000.00
Pierson-Envision Mathematics	1 and 2	yes	610	\$8,000.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
A. Birne	School Staff Adminsitrator	✓	✓	✓	Signature on File
A. Ottomanelli-Medina	School Staff Administrator	✓	✓	✓	Signature on File
Lucille Gibson	School Staff Kdg Teacher	✓	✓	✓	Signature on File
Glendys Rosa	School Staff Kdg Teacher	✓	✓	✓	Signature on File
Karina Loor	Pk School Staff	✓	✓	✓	Signature on File
Sareska Martinez	PK School Staff	✓	✓	✓	Signature on File
Farah Tomasewski	Kdg Support/Special Needs Teachers	✓	✓	✓	Signature on File
Liza Bartumeut	PSD Staff Teacher	✓	✓	✓	Signature on File
Denise Pertuez	Social Worker	✓	✓		Signature on File
Maria Arias	School Psychologist	✓	✓	✓	Signature on File

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Gladys Rodriguez	Master Teacher	✓	✓	✓	Signature on File
Belkys Rodriguez	Master Teacher	✓	✓	✓	Signature on File
Veronica Journette	Parent	✓	✓	✓	Signature on File

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/16/15	ECC	Comprehensive Needs Assessment	✓		✓	
11/20/14	ECC	Needs Assessment	✓		✓	
4/21/15	ECC	Schoolwide Plan Development	✓		✓	
5/12/15	ECC	Program Evaluation	✓		✓	
6/1/15	UCBOE	Program Review	✓		✓	

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<p>Hostos Early Childhood Center's vision is to continue to effectively provide the children with a high-quality comprehensive preschool program that supports early language, literacy and pre-readiness development and also to ensure that particularized needs of the children and their community.</p> <p>The program's focus is based upon individual success, provides child initiated learning experiences, and promotes growth in cognitive, physical, social and emotional areas such as are found in the High Scope Early Childhood approach.</p> <p>The goal is to employ both traditional and innovative methods, which are grounded in the tenets of early childhood education. A safe and nurturing developmental environment is provided to stimulate cognitive and physical development, as well as foster self-esteem and guide the child to become a self-directed learner.</p> <p>The Union City Board of Education recognizes that "active learning" and being ready to read and write are two of the most essential educational achievements for all children entering kindergarten. Promoting early literacy and "developmentally appropriate practices" is based on the commitment that will ensure that all programs meet the highest standards of quality.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, the program was collaboratively implemented as planned.

2. What were the strengths of the implementation process?

The SciP (School Improvement Panel) worked collaboratively with administrators, teachers, and various support service staff members to create and modify a school-wide program based on the school's strengths and documented needs. The data was received from the LEA and was reviewed by the Administrative Team and the School Improvement Panel. This data was later reviewed by the classroom teachers, and classroom placement and support is provided in order to meet the needs of all students. Ongoing anecdotes are collected in order to review the student's individual academic progress and assess his/her learning style. Various opportunities were provided for the staff to understand the implementation process and to collaboratively and effectively implement the plan. . In addition, classroom observations tools are used to assess classroom environment quality and practices. This data is reviewed and shared so that effective and ongoing developmentally appropriate learning practices are used in the classrooms at all times.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

The greatest strength of the implementation process was the ongoing communication opportunities that were provided and maintained between Central Office Administration, school-level administration, and school staff. Over all, the administration provided the staff with frequent opportunities to meet and collaborate in order to best meet the needs of “all” of the students.

3. What implementation challenges and barriers did the school encounter?

The greatest challenge faced during the implementation process was to develop a schedule for the teachers to meet during the year on given tasks. Also, to provide the teachers with ample opportunities to collaborate and discuss during collaborative periods on how each initiative could be most efficiently and effectively executed.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

For ECC, an apparent strength of our school is that the faculty is aware of our vision and our goals. The teachers are highly qualified and well versed in developmentally appropriate early childhood best practices and early learning research based practices. The staff is very engaged and supportive in ensuring that the vision and goals are effectively met. Also, the parents are welcomed and very involved in their children’s education. One of the weaknesses encountered was the overwhelming number of students in each kindergarten class and the scheduling to provide needed daily support was challenging in both reading and mathematics. The overwhelming number of students in each kindergarten class is due to the parents’ request to maintain their children at ECC for kindergarten.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

The teachers continue to ensure that the information that has been gathered regarding each child is accurate. They provide ongoing information regarding each child's academic progress. Each teacher was engaged in decisions regarding the use of academic assessment and the implementation of effective instruction/academic programs. The teachers were very supportive and focused in order to ensure that the needs of all students were effectively met.

Overall, the school attempted to obtain the necessary support from all stakeholders for program implementation by making a concerted effort to establish an atmosphere of cooperation and respect whereby all stakeholders openly voiced opinions. The administration and its staff members maintained ongoing communication throughout the implementation process by anticipating challenges that could potentially arise.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The overall perceptions of the staff were very positive and supportive. The staff was always informed of programs and implementation during ongoing grade level meetings, faculty meetings, and daily messages. The ECC staff is always very supportive of the school's goals and early childhood research based best practices. Tools that were utilized to measure the staff's perceptions were teacher surveys and PD evaluations.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Families are made aware of goals and expectations at “Back to School Night”, through the monthly PTO meetings, calendars, and district newsletters. Parents are open to our programs and supportive. Ongoing open communication is critical for positive community relations. Tools that were used to measure the perceptions of the community were community surveys.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

A three-tiered approach was taken for the delivery of most programs. Generally, programs were first discussed to the entire staff at the first faculty meeting. An overview of the specific elements of each program were later addressed during grade level collaborative planning meetings and or during our monthly school leadership council meetings. Also, if there were any challenges that needed to be addressed by any individual teacher, then the administration addressed the concern accordingly.

9. How did the school structure the interventions?

It was agreed by the administration and instructional staff members that the most effective means for delivering instructional interventions utilize a three-tiered approach. Initially, a baseline assessment was administered to the entire group, ability levels were established and students were accordingly grouped by their teacher for the purpose of small-group instruction. Teachers introduced and modeled skills with developmentally appropriate instructional materials during whole and small group instruction. Additional scaffold instruction were developed with the necessary instructional resources during small group instruction. Ongoing feedback was provided to the parents during individual conferencing.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

10. How frequently did students receive instructional interventions?

Daily interventions occurred on an ongoing basis and based on the student's greatest need. Students were frequently assessed and regrouped based on their reading and mathematic needs. Small group instruction was implemented during 120 minute block time.

11. What technologies did the school use to support the program?

To ensure continuous improvement of students in the school-wide program, we have implemented various forms of technology throughout the school. As a result of each teacher receiving a personal laptop, additional media carts were distributed throughout various grade levels. New iPads were deployed daily to all preschool and kindergarten classrooms. All classrooms also have two computer stations for students to use.

12. Did the technology contribute to the success of the program and, if so, how?

Yes, the students were able to have additional access to computer programs in order to improve their math and early literacy skills. The students were provided daily opportunities access technology and various applications and websites were used to support the program.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			In class support, Master Teachers, Pearson, Preschool Teaching and Learning Standards, SELA, COR	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
Kindergarten			Kindergarten guidelines, In class support, Master Teachers, Pearson, ELCO, APPEC	Improvement was shown throughout grade level. 90% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			In class support, Master Teachers, PCMI, COR	
Kindergarten			Kindergarten guidelines, in-class support, Master Teachers, Envision, APPEC, ELCO	Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency.
Grade 1	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Academic Achievement-90 minute blocks of time. Reading Street literacy.	Yes	WIDA ACCESS;District Benchmark Assessments, ELAS, Report cards	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
Math	Students with Disabilities	Academic Achievement-90 minute blocks of time. Reading Street literacy.	Yes	WIDA ACCESS;District Benchmark ,Report cards, Assessments	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Academic Achievement-90 minute blocks of time. Reading Street literacy.	YES	WIDA ACCESS;District Benchmark ,Report cards, Assessments	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
Math	Economically Disadvantaged	Academic Achievement-90	YES	WIDA ACCESS;District Benchmark ,Report cards,	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		minute blocks of time. Reading Street literacy.		Assessments	area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
ELA	ALL	Academic Achievement-90 minute blocks of time. Reading Street literacy.	YES	WIDA ACCESS;District Benchmark ,Report cards, Assessments	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.
Math	ALL	Academic Achievement-90 minute blocks of time. Reading Street literacy.	YES	WIDA ACCESS;District Benchmark ,Report cards, Assessments	Improvement was shown throughout grade level. 87% of the kindergarten students achieved a final report card grade of "Satisfactory" in the content area of language arts literacy. Therefore, the ELA report card passing rate of was exceeded.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day & Super Saturday	Yes	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments
Math	Students with Disabilities	Extended Day & Super Saturday	Yes	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended Day & Super Saturday	Yes	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments
Math	ELLs	Extended Day & Super Saturday	Yes	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments
ELA	Economically Disadvantaged	Extended Day & Super Saturday	Yes	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments
Math	Economically Disadvantaged	Extended Day & Super Saturday	Yes	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ALL	Extended Day & Super Saturday	YES	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments
Math	ALL	Extended Day & Super Saturday	YES	District Benchmark/Pearson Assessments	District Benchmark/Pearson Assessments

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Academic Achievement/ Pearson Benchmark Standards; 90 minute block of time/Guided reading/literacy workshops, PD 360, Hudson County Consortium; Common Core Standards, Collaborative Planning, Extended Day Program, Laptops, IPADS, NJPAD	Yes	ELA/Mathematics-Report Card Data District Benchmarks Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district / Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
Math	Students with Disabilities	Academic Achievement/ Pearson Benchmark Standards; 90 minute block of time/Guided reading/literacy workshops, PD 360, Hudson County Consortium; Common Core Standards, Collaborative Planning, Extended Day Program, Laptops, IPADS, NJPAD	Yes	ELA/Mathematics-Report Card Data District Benchmarks Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district / Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Collaborative Planning, Learning PD 360; literacy, Articulation Planning Meetings	Yes	ELA Report Card Data/Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district / Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
Math	ELLs	Collaborative Planning, Learning PD 360; literacy, Articulation Planning Meetings	Yes	Mathematics Report Card Data/Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district / Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
ELA	Economically Disadvantaged	Collaborative Planning, Learning PD 360; literacy, Articulation Planning Meetings	Yes	ELA Report Card Data/Teacher evaluations and classroom observations performed by administrators and supervisors	Increased number of PD opportunities and number of teachers trained and/or attended district / Hudson County Consortium Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
Math	Economically Disadvantaged	Collaborative Planning, Learning PD 360; literacy, Articulation	Yes	Mathematics Report Card Data/Teacher evaluations and classroom observations	Increased number of PD opportunities and number of teachers trained and/or attended district / Hudson County Consortium

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Planning Meetings		performed by administrators and supervisors	Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.
ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	"Back to School Night" and Parent's Night, Parent Surveys,	Yes	Attendance at all parent-related activities and workshops	Increase of 10% of parental attendance at "Back to School Night", Parent Workshops, etc.
Math	Students with Disabilities	Parent Workshop and Breakfasts	YES	Attendance at all parent-related activities and workshops	Increase of 10% of parental attendance at Parent Workshops and Breakfasts
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Parent Liaison and Parent Volunteers	Yes	Attendance at all parent-related activities and workshops	Increase of parent volunteers for parent and child activities and field trips
Math	ELLs	Support Service Meeting	Yes	Attendance at all parent-related activities and workshops	Signature sheets and 10% of parents participating in meetings
ELA	Economically Disadvantaged	Same as above	Yes	Attendance at all parent-related activities and workshops	Signature sheets and 10% of parents participating in meetings
Math	Economically Disadvantaged	Same as above	Yes	Attendance at all parent-related activities and workshops	Signature sheets and 10% of parents participating in meetings
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal’s Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school’s stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Adriana M. Birne

Principal’s Name (Print)

Principal’s Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	WIDA ACCESS; District Benchmarks	> 70 % of students achieved measurable results and outcomes
Academic Achievement - Writing	WIDA ACCESS; District Benchmarks	> 70 % of students achieved measurable results and outcomes
Academic Achievement - Mathematics	WIDA ACCESS; District Benchmarks	> 70 % of students achieved measurable results and outcomes
Family and Community Engagement	Back to School Nights/ Parents Night / PTO Monthly Parent Meetings Parent Workshops	High turnout and increased parent involvement as demonstrated on sign-in sheets. <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on increasing student achievement. Positive Parent response on parent surveys. Parental requests made to garner information to improve student achievement. Increase student academic achievement on standardized and district assessments.
Professional Development	Learning360 /PD360; Standards Solution; school level & district level professional development workshops	While ECC does not have any NJ Standardized test results, the other measurable data indicate the ongoing need for professional development in the areas of NJ Preschool and Learning Standards and Kindergarten Guidelines. Ongoing classroom benchmarks are in compliance as evidenced by

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		walkthrough forms, informal observations and evaluations.
Leadership	Legal One Training	
School Climate and Culture	Collaborative /Professional Development opportunities; Grade Level Meetings; Faculty Meetings; Faculty & Student Attendance; Parental Involvement N/A	> 10% of documented pd opportunities and meetings were recorded
School-Based Youth Services	N/A	N/A
Students with Disabilities	WIDA ACCESS; District Benchmarks	
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	WIDA ACCESS; District Benchmarks	> 70 % of students achieved measurable results and outcomes
Economically Disadvantaged	WIDA ACCESS; District Benchmarks	> 70 % of students achieved measurable results and outcomes

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? The staff continues to collect ongoing developmentally appropriate assessment during the year. Data collected from the results of the student performance is reviewed and analyzed in order to determine proficiency. Decision on academic performance is reviewed and discussed at various task force meetings and during collaborative teacher meetings. The administrative team also reviews and discusses with the assistance of the Advisory Committee on the implementation of academic outcomes. Prior year's assessments were reviewed to determine the needs for 2014-2015 school year.

2. What process did the school use to collect and compile data for student subgroups?

The data is received from the LEA and is reviewed by the Administrative Team and the SciP. This data is later reviewed by the classroom teacher and classroom placement and support is provided in order to meet the needs of all students. Ongoing anecdotes (ELAS) are collected in order to review the student's individual academic progress and assess his/her learning style. The needs assessment is compiled from information gathered from stakeholder groups such as teachers, parents, students, the community, etc.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The data is compiled from information that has been provided by the school, staff, parents, support personnel and other members of the school community. The results are analyzed and mathematical equations are developed for identification within the Pearson benchmark assessments. While utilizing the percentage calculations within the matrix the group scores per classrooms can be

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

examined and reviewed. All students that show significant deficiencies in in their overall scores are identified. Students are further identified within homerooms/reading/math groups similarly. Ongoing support is therefore provided to all those students in need for additional support.

4. What did the data analysis reveal regarding classroom instruction?

The data analysis revealed appropriate classroom instruction is being met at this time. The data indicated the need for increased support services for ELL and Special Needs population.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data analysis revealed appropriate classroom instruction is being met at this time. Gains can be attributed to the numerous professional development opportunities offered to teachers as well as the work and assistance provided by external consultants and district initiatives.

6. How does the school identify educationally at-risk students in a timely manner?

The students are identified during the summer months and assigned for additional support in the fall (Sept.) During the summer, data from the Support Services Task Force, district Pearson Reading/Math assessments, benchmarks are reviewed and students are scheduled for appropriate placement in the fall.

7. How does the school provide effective interventions to educationally at-risk students?

At-risk students are provided with effective in-class support in the areas of Language Arts and Math. Additional materials and supplies are provided in order to meet the individual needs of each student. Small group instruction is provided by the support teacher in order to maximize

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

student outcomes. Educationally at-risk students are identified through the Support Services Task Force. This committee's primary responsibility is to provide response to intervention and, along with the teacher, develop an assistance plan to address the student's needs. Most students identified at-risk at the end of the school year, and during the summer when the data analysis is taking place, are then placed in an appropriate class that receives additional assistance during the school day.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The teachers review various possible academic data that can demonstrate accurate student outcomes. The teachers ensure that the information that has been effectively gathered regarding each child is accurate. They provide ongoing information regarding each child's academic progress. Each teacher is engaged in decisions regarding the use of academic assessment and the implementation of effective instruction/academic programs. Comprehensive information regarding collaborative grade level meetings, monthly faculty meetings, School Leadership Council meetings, and district-wide workshops, were utilized in order to engage teachers in decisions regarding the use of academic assessments and the need to improve student outcomes. Teachers were engaged in the decisions regarding appropriate use of assessments to improve the instructional programs of the school.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

A seamless transition exists between preschool and kindergarten because of the articulation between the underlying philosophy and interrelated principles of Early Childhood Education in the school district's preschool and kindergarten curriculums. The district's early childhood program's Master Teachers provide ongoing assistance to all kindergarten teachers with the implementation of the Union City curriculum. Ongoing articulation on early childhood best practices are provided to all preschool and kindergarten teachers. Assistance in creating a high quality environment is provided to all preschool and kindergarten teachers through the guidance of the master teachers. Spring visitations by all instructional and administrators is orchestrated by the Office of Early Childhood Education in order to provide a smooth transition. The students and their parents also have the opportunity to visit the kindergarten classrooms

Also, throughout the year, the pre-school staff is provided with professional development workshops and attend bi-monthly collaborative grade level meetings. To provide a seamless transition each spring the off-site visits by students, staff and parents visit the district's kindergarten classes. Finally, state mandated ELAS profile sheets and WIDA ACCESS results provide a snapshot of the incoming kindergarten students

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The priority problems for this plan were identified through the careful review of various forms of data collection (tests results: ACCESS, IPT,) student profile, ELAS, Child Observation Record, etc. The data is used to identify the areas of need of improvement and to develop effective strategies and techniques that meet the needs of all students at risk. Finally, the school selected priority

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

problems and root causes via surveys, committees, task forces and assessment along with needs assessment answers from last school year

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Academic Needs. Closing the achievement gap for all students	Increase academic achievement in ELA especially for subgroup populations
Describe the priority problem using at least two data sources	Gap in achievement between regular education and subgroup populations	Low literacy rate / skills among subgroup populations
Describe the root causes of the problem	High mobility rate within student population / low socio-economic levels	Highly transient population / little or no academic skills in native and/or Target Language
Subgroups or populations addressed	EC, Disadvantaged; Special Education; Limited English Proficient	EC, Disadvantaged; Special Education; Limited English Proficient
Related content area missed (i.e., ELA, Mathematics)	ELA/Math	ELA/Math
Name of scientifically research based intervention to address priority problems	Professional development for staff will include intensive training focusing on PBLs in higher order of thinking skills, based learning inquiry and differentiated instruction.	All students including ELL and Special Education will continue to receive scientifically based instruction as prescribed in new Humanities and Mathematics curricula that reflects the NJCCCS. Professional Development for staff will include intensive training focusing on PBLs, higher order of thinking skills; inquiry based learning and differentiated.
How does the intervention align with the Common Core State Standards?	Strategies / Programs utilized to build rigor, utilize common core to promote optimum student achievement	Strategies / Programs utilized to build rigor, utilize common core to promote optimum student achievement

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Improve instructional skills and strategies for differentiation of instruction through use of technology	
Describe the priority problem using at least two data sources	More and more communication and planning are being done electronically More on-line support / requirements	
Describe the root causes of the problem	Many staff members are not proficient in the use of technology / inconsistent use of technology	
Subgroups or populations addressed	Teachers and Paraprofessionals	
Related content area missed (i.e., ELA, Mathematics)	ELA/Math	
Name of scientifically research based intervention to address priority problems	Hudson County Consortium; PD Learning 360	
How does the intervention align with the Common Core State Standards?	Strategies / Programs utilized to build rigor, utilize common core to promote optimum student achievement	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ALL	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Effective Literacy –English Language Instruction for English Learners in the Elementary Grade Dec. 2007
Math	ALL	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools April 2009
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools April 2009
Math	ELLs	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools April 2009
ELA	Economically Disadvantaged	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools April 2009
Math	Economically Disadvantaged	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools April 2009
ELA	Students with disabilities	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools April 2009
Math	Students with disabilities	Differentiation of Instruction	Principal, Supervisor	ACCESS and District Benchmark results, Pearson Baseline results	IES Institute of Education Services http://ies.edgov/ncee/wwc Assisting Students Struggling with Mathematics: Response to

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Intervention (RtI) for Elementary and Middle Schools April 2009

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All and Students with Disabilities	Extended Day and Super Saturday	Principal/Supervisor	ACCESS; District Benchmark results	Structuring Out of School Time to Improve Academic Achievement Teaching Elementary School Students to Be Effective Writers June 2012
Math	All and Students with Disabilities	Extended Day and Super Saturday	Principal/Supervisor	WIDA ACCESS; District Benchmark results	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades February 2009
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended Day and Super Saturday	Principal	WIDA ACCESS; District Benchmark results	Structuring Out-of-School Time to Improve Academic Achievement July 2009
Math	ELLs	Extended Day and Super Saturday	Principal Supervisors	WIDA ACCESS; District Benchmark results	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades April 2009
ELA	Economically Disadvantaged	Extended Day and Super Saturday	Principal	WIDA ACCESS; District Benchmark results	Structuring Out-of-School Time to Improve Academic Achievement July 2009
Math	Economically Disadvantaged	Extended Day and Super Saturday	Principal Supervisors	WIDA ACCESS; District Benchmark results	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades April 2009
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PD based on Common Core ; Learning 360; Standards Solution; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One	Principal, Supervisors,	WIDA ACCESS; District and Pearson Benchmark results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012)
Math	Students with Disabilities	PD based on Common Core ; Learning 360; Standards Solution; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal	Principal, Supervisors	WIDA ACCESS; District and Pearson Benchmark results	Improving Mathematical Problem Solving in Grades 4 Through 8 May 2012

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		One			
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	PD based on Common Core ; Learning 360; Standards Solution; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One	Principal, Supervisors	WIDA ACCESS; District Benchmark results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) Teaching Elementary School Students to Be Effective Writers June 2012
Math	ELLs	PD based on Common Core ; Learning 360; Standards Solution; New Teacher Mentoring & Orientation; Administrative	Principal, Supervisors	WIDA ACCESS; District Benchmark results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012)

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Retreat; Administrative Mentoring Program; State Network; Legal One			Teaching Elementary School Students to Be Effective Writers June 2012
ELA	Economically Disadvantaged	PD based on Common Core ; Learning 360; Standards Solution; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal One	Principal, Supervisors	WIDA ACCESS; District Benchmark results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) Teaching Elementary School Students to Be Effective Writers June 2012
Math	Economically Disadvantaged	PD based on Common Core ; Learning 360; Standards Solution; New Teacher Mentoring & Orientation; Administrative Retreat; Administrative Mentoring Program; State Network; Legal		WIDA ACCESS; District Benchmark results	Developing Academic Language in Secondary English Language Learners: What the Research Says (and Doesn't Say) Education Northwest Magazine (Spring 2012) Teaching Elementary School Students to Be Effective Writers June 2012

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		One			
ELA					
Math					

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

- 1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?**

The members that participate in the School Improvement plan along with the building principal and district supervisors will continue to conduct the evaluation internally and externally. The evaluation will be reviewed according to process in order to ensure accurate results.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2. What barriers or challenges does the school anticipate during the implementation process?

The school anticipates the challenges of large class sizes and insufficient time for teacher collaboration. However, the administration will ensure that ongoing support is provided to the teachers to effectively plan and participate in sufficient time for effective teacher collaboration. The administration will assist in minimizing district wide class size with the distribution of assigned to schools with a lower class enrollment.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school will attempt to obtain necessary buy-in from all stakeholders for program implementation by: 1) making an effort to obtain an atmosphere of collaboration and respect whereby all stakeholders can voice their opinions. 2) Maintaining an open line of communication.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The measurement tool that will be used to gauge the perceptions of the staff will be evaluations of professional development offerings and staff attendance.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The measurement tool that will be used to gauge the perceptions of the community will be evaluations of professional development offerings, and community participation in school wide events, parent liaison workshops.

6. How will the school structure interventions?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The most effective means for delivering instructional interventions is to utilize a three-tiered approach. A baseline assessment will be administered to the entire group, ability levels will be established, and students will be grouped accordingly by their teacher for the purpose of small-group instruction. Teachers will introduce and model skills with developmentally appropriate instructional materials during whole and small group instruction. Additional scaffold instruction will be developed with the necessary instructional resources during small group instruction. Ongoing feedback will be provided to the parents during individual conferencing.

7. How frequently will students receive instructional interventions?

Daily interventions will occur on an ongoing basis and based on the student's greatest need. Students will be frequently assessed and regrouped based on their reading and mathematic needs. Small group instruction will be implemented during a 120 minute block time.

8. What resources/technologies will the school use to support the schoolwide program?

Media carts will be utilized throughout the school. Also, iPads will be deployed daily to all preschool and kindergarten classrooms. All classrooms will also have two computer stations and iPads for students to use.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The following quantitative data will be used to measure the effectiveness of each intervention: 8 week assessments-Benchmarks; Pierson-Reading Street-unit tests; Pierson-Envision Mathematics-chapter test; ACCESS.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Administrators will hold faculty meetings, host parent informative sessions, and produce newsletters informing the stakeholders about the results of the program.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Back to School Night & Parents Night; Parent Breakfast / Workshops; Parent Liaison; PTO	Principal	Increase attendance by 10%	The Condition of Education- Participation in Education 2007, Parent and Family Involvement Education” (Indicator-30-2009)
Math	Students with Disabilities	Back to School Night & Parents Night; Parent Breakfast / Workshops; Parent Liaison; PTO, NJ PAC	Principal	Increase attendance by 10%	Caring School Community™ (CSC) April 2007
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night & Parents Night; Parent Breakfast / Workshops; Parent Liaison; PTO	Principal	Increase attendance by 10%	Parent and Family Involvement Education” (Indicator-30-2009), The Condition of Education- Participation in Education 2007
Math	ELLs	Back to School Night & Parents Night; Parent Breakfast / Workshops; Parent Liaison; PTO, NJ PAC	Principal	Increase attendance by 10%	The Condition of Education- Participation in Education 2007

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Back to School Night & Parents Night; Parent Breakfast / Workshops; Parent Liaison; PTO	Principal	Increase attendance by 10%	Parent and Family Involvement Education" (Indicator-30-2009), The Condition of Education- Participation in Education 2007
Math	Economically Disadvantaged	Back to School Night & Parents Night; Parent Breakfast / Workshops; Parent Liaison; PTO, NJ PAC	Principal	Increase attendance by 10%	The Condition of Education- Participation in Education 2007
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Hostos Early Childhood Center will continue to engage the school's family and community at large. Parent Involvement is an integral part of the program. Parents are encouraged to participate in their child's education at all time. Parental Involvement programs and workshops will continue to be specifically tailored to educate parents on ways they can help support their children at home. Parent meetings and workshops will also address current trends as well as parental needs / requests as expressed in surveys and meetings. Overall, ECC's parental involvement programs will continue to help to support the emotional, social, mental, physical and academic needs of our students and the community.

- 2.** How will the school engage parents in the development of the written parent involvement policy?

ECC's parents are always given the opportunity to analyze and discuss school policies and procedures and to provide feedback and suggestions on intervention programs. A parent survey is distributed to all parents at the beginning and at the end of the school year. Their feedback is always taken into consideration and active engagement is always welcomed.

- 3.** How will the school distribute its written parent involvement policy?

The district-parent compact is distributed to new entrants and their parents sign for it upon registration. The signed contract is stored in the children's cumulative folder. Also, the content of this compact is regularly discussed during Back to School Night and

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

also during various parent meetings throughout the school year. The parent compact is also available online in the district's website.

4. How will the school engage parents in the development of the school-parent compact?

Parents will have an opportunity to engage in the development of the school-parent compact through their participation at parent workshops and through the feedback that is collected at parental conferences.

5. How will the school ensure that parents receive and review the school-parent compact?

The school will continue to the district-parent compacts. This contract is distributed to all new entrants and their parents sign for it upon registration and the signed portion of this contract is stored in their child's cumulative folder. The contents of this compact are regularly discussed at meetings throughout the school year.

6. How will the school report its student achievement data to families and the community?

The district will continue to engage the parents in the development of the school-parent compact. As previously mentioned, the district-parent compact is distributed to all new entrants and their parents sign for it upon registration; the contents of this compact are regularly discussed at meetings throughout the school year. Parents are invited to participate in ongoing.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Student achievement information is sent via home reports outlining their child's achievement ; eg, ACCESS parent report for our ELL students . Also, every year, the Superintendent of Schools sends the parents a letter informing of the district's measurable outcomes. The district's Board Notes, newsletter also informs these accomplishments.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The Union City District Administration including Superintendent of Schools, Assistant Superintendent for Curriculum and Instruction, Educational Director, Supervisors of Academic Programs, Supervisor of Special Education, Principal in charge of data Collection/Assessment and the Mathematics Coordinator are responsible for technical assistance and the district's reporting process.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Data is disseminated to parents and the public via our yearly-published New Jersey School Report Card. Demographic information as well as performance measures are published on an annual basis to inform parents of the schools progress. In addition a narrative is included highlighting the previous school year's accomplishments. This information is also shared in the fall at Back to School Night.

10. How will the school inform families about the academic achievement of their child/children?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Parents voiced concerns and made suggestions at their workshops and parent breakfasts will be represented to the SLC by the Parent Liaison.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Child Observation Records (COR), home reports outlining their child's achievement; ACCESS parent report for our ELL students .

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

**Provide a separate response for each question.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<ul style="list-style-type: none"> New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. <ul style="list-style-type: none"> Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement. Hiring, Retaining, Recruiting - Function of Human Resources. All

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		<p>recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends</p>
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal